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ABSTRACT

The Aural Grammar Test was designed to assess aural grammatical competence for language presented in a formal situation. The subjects used in this initial development of the test were 147 Toronto high school students learning French as a second language. The test is described and the results are interpreted in terms of both the explicit and intuitive knowledge students have of the grammatical forms tested. Responses indicated both the relative degree of mastery the students had of the target forms and the certainty, or explicitness, with which they were responding. Further, the results of the test are compared to the performance by the same students on a set of standardized International Educational Achievement Tests and to a set of predictor scores relating to individual learner characteristics. The implications of the results and some potential uses for the test are discussed. (Author/CFM)

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The Aural Grammar Test: Description and Implications[1]

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Abstract

The Aural Grammar Test was designed to assess aural grammatical competence for language presented in a formal situation. The subjects used in this initial development of the test were high school students learning French as a second language. The test is described and the results are interpreted in terms of both the explicit and intuitive knowledge students have of the grammatical forms tested. Responses indicated both the relative degree of mastery the students had of the target forms and the certainty, or explicitness, with which they were responding. Further, the results of the test are compared to the performance by the same students on a set of standardized I.E.A. Achievement Tests and to a set of predictor scores relating to individual learner characteristics. The implications of the results and some potential uses for the test are discussed.

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The Aural Grammar Test: Description and Implications

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The Ontario Institute for Studies in Education

In a large-scale study by the authors (Bialystok & Fröhlich, 1977a; Bialystok & Fröhlich, submitted), high school students learning French as a second language were tested to determine the learner factors responsible for achievement on a number of criterion measures. The theoretical impetus for the study was generated from a model of second language learning (Bialystok & Fröhlich, 1977b, Bialystok, in press) in which differences in performance are hypothesized to occur as a function of contingencies in the language task and the language learner. A test of this hypothesis required the examination of second language learners to determine the relationship between certain learner characteristics and specific achievement.

The design of the study involved relating information on four independent learner characteristics to achievement on four learning tasks. The student characteristics examined were language learning aptitude (MLAT, Carroll & Sapon, 1958), attitude towards the second language and culture (Gardner & Smythe, 1975), field independence (Hidden Figures Test, 1962), and the self-reported extent to which student employed the learning strategies formal practising, functional practising, monitoring, and inferencing (Bialystok, submitted). Formal practising is the deliberate attempt by the language learner to familiarize himself with linguistic forms through activities such as study, reading grammar books, and so on. Functional practice is the contact with the language in communicative situations arranged by the language learner in order to increase his experience and hence communicative proficiency. Monitoring, based largely on the work of Krashen (1976), refers to the strategy whereby conscious attention is directed to the linguistic form in order to improve performance. Inferencing is defined as the derivation of previously unknown meanings from linguistic and non-linguistic sources (Carton, 1971).

The hypothesis of the study was that the learner characteristics examined would be specialized for facilitating performance on different kinds of classroom tasks.

Classroom learning typically involves some amount of formal language instruction during which attention is explicitly drawn to structures, their rules of formation, and so on. At the same time, unconscious assimilation of some aspects of the target language proceeds as well by mere exposure provided in the classroom. Similarly, students may be required to perform tasks which focus on formal aspects of the target language, such as grammar exercises, as well as tasks in which the production or comprehension of communicative meaning is of primary importance, such as reading literature and discussing various topics. Krashen's (1976) terminological distinction between language learning and language acquisition describes these differences. 'Learning' refers to the conscious effort to master the linguistic forms and 'acquisition' to the subconscious "natural" internalization of

linguistic material. Stern's (1974) concepts of 'formal' and 'functional' language teaching and language use make a similar distinction. This distinction we refer to as the purpose of a language task.

Language tasks in a classroom may be additionally considered in terms of the modality in which they are presented and performed. Differences between listening comprehension and reading comprehension, for example, may be attributed to the language being interpreted aurally or visually and concomitant processing permitted by each system. Modality, therefore, may also be an important feature for describing language tasks.

In accordance with these constraints, four tasks were identified on the basis of the parameters purpose and modality--formal/aural, formal/written, functional/aural, and functional/written. Of these four, the three latter tasks could be accommodated by existing standardized tests. They were adapted from the International Educational Achievement (I.E.A.) tests of French as a foreign language. The formal written test consisted of the I.E.A. French Writing Test, Populations II and IV (for grades 10 and 12 respectively), items 1-32. The I.E.A. French Listening Test, Population II, items 24-40 (for grade 10) and Population IV, items 17-40 (for grade 12) were selected as functional aural tests. The functional written test was provided by the I.E.A. French Reading Test, Population II, items 19-35 (for grade 10) and Population IV, items 18-39 (for grade 12).

The formal/aural task, however, could not be satisfied by any known test. Consequently, the development of an original test to assess formal/aural abilities was initiated by the investigators.

Method

The Instrument

The constraints to which the test had to conform required that students make formal grammatical judgements about language which is presented orally thus testing aural competence. Further, responses should reflect the degree to which conscious knowledge of the target language rules motivated the decisions. The format adopted was an error-detection paradigm; students were presented with isolated sentences and asked to make grammatical judgements about their correctness. A number of errors were embedded, one in each sentence, and the burden of the task was to detect these errors.

The use of an elicited imitation task to measure the productive competence of English-speaking elementary and high school students learning

French had indicated that errors are frequently committed in the formation of the predicate, the positioning of adjectives and the positioning of direct/indirect object pronouns (Swain, 1976; Naiman et al., in press). These errors discriminated among subjects according to their productive proficiency; sensitivity to these grammatical features, therefore, may provide a useful index of the student's receptive competence in some formal aspects of the language.

For this reason, three types of errors were incorporated into the sentences. Adjective errors (A) were created by placing an adjective in the wrong position relative to the noun it modified; Pronoun errors (P) were formed by placing the indirect or direct object pronoun in the wrong position relative to the verb; and Verb (V) errors were established by incorrectly forming the 'passé composé' by using an inappropriate form of the auxiliary verb or the past participle. In addition, a number of sentences were left intact and constituted a category of Correct items (C). It had been previously determined through informal consultation with French high school teachers that all the relevant grammatical rules had been taught to their students by grade 10.

The test consisted of 24 sentences, each of which was 15 syllables long in its correct version. The manipulation for the test involved placing Adjective errors in 6, Pronoun errors in 6, Verb errors in 6, and retaining the Correct form for the other 6 sentences. (See Appendix for the complete set of sentences.) The 24 sentences were randomized to generate a fixed random order for their presentation.

The sentences were recorded by a native speaker of French. Each sentence was read twice; a 15 second pause followed the second reading.

The test was preceded by taped instructions in English. It was explicitly stated that each of the sentences could either be correct or contain an error in the adjective, pronoun, or verb, and that none of the sentences contained more than one error. The students were told to decide which of these conditions applied to each sentence and enter their response on a coding sheet. A practice example with an error in the position of the pronoun was included in the instructions.

As the test was designed to assess formal explicit knowledge of the language, it was necessary to determine the extent to which students' responses were based on conscious knowledge as opposed to intuition. Krashen (1977) argues that grammatical judgements may be formulated in either of these ways, and an examination of this difference would provide useful information about the way in which the problem was solved.

To determine the explicitness with which students identified the various errors, a measure of the Certainty of each response was added. The assumption was that if the response was based on a conscious and explicit rule, then the learner would be certain of its correctness. A

response more nebulously derived would be associated with less certainty. Without a known rule to support the decision, the learner would probably be less convinced of the correctness of the response. In this design we did not account for learners who willingly follow hunches with great conviction of their correctness. Students indicated their certainty of each response by selecting one of the alternatives 'sure', 'unsure', or 'guessing'. The intended meanings for these terms were explained in the instructions.

For purposes of scoring, the number of times an error was correctly identified was totalled, making possible a score of 6 for each of the four errors. The Certainty responses were assigned values of 2 for 'sure', 1 for 'unsure' and 0 for 'guessing'. These scores were totalled for those trials in which the error was correctly identified and divided by the number correct in that condition to yield a Certainty score out of 2 for each of the four conditions. No analysis was performed on the certainty of incorrect responses.

Thus, for each student, four pairs of scores were calculated; one for each of the errors. The first score of the pair refers to the number of times out of 6 the error was correctly identified; the second represents the certainty with which the responses were associated. For example, a student who had detected the Pronoun error three times out of the 6 and indicated that twice he was sure and once he was guessing would receive 3 for Number Correct and $\frac{2+2+1}{3} = 1.67$ for Certainty.

Subjects

The sample consisted of 147 high school students learning French as a second language. Of these, 77 were in three grade 10 classes, and 70 in three grade 12 classes of three different schools. All three schools were situated in middle-class areas of Toronto. The majority of the students had begun to learn French in grade 5 or 6 in a school program providing approximately 40 minutes of daily instruction.

Procedures

The test was administered in the language classroom and took approximately 20 minutes. The instructions were restricted primarily to those included on the tape. (See Appendix for instructions). All responses were placed on special coding sheets.

Results

The results will be presented in four sections--first, we shall examine an indication of the reliability of the test, second, the results obtained by the analysis of variance of the number correct for each category, third, a consideration of the certainty scores, and finally, the relationship between the scores on the Aural Grammar Test and other scores obtained in the study for the same subjects.

Because the items on the test were not assumed to be of equal difficulty, that is, there was no a priori reason to believe that detecting an Adjective error was of comparable difficulty to selecting a Verb error, a simple split-halves reliability test was not appropriate. Instead, a slight modification in the derivation of the halves was required. The first three times each of the categories appeared constituted the 12 items for one half; their last three appearances comprised the other half. Calculated in this way, the reliability coefficient obtained exceeded the criterion of acceptability ($r = 0.72$, $p < .001$). Thus, the test is statistically reliable.

The second consideration is differences in performance on the four categories of sentences in the test. The mean score out of 6 for the number correct for each category was as follows:

Correct	3.04
Pronoun	2.69
Adjective	2.48
Verb	2.14

These scores are plotted by the solid line in Figure 1.

Insert Figure 1 about here

To assure that these scores were not chance responses, the proportion correct for each category was compared to the chance distribution that would have been obtained by simple guessing. Since there were four alternatives for every item, the chance distribution would provide a correct response one-quarter of the time for each category, and hence the proportion correct for each would be .25. An analysis of comparison between proportions indicated that each of the four scores was greater than that expected by chance (Correct: $Z = 7.19$, $p < .01$, Pronoun: $Z = 5.55$, $p < .01$; Adjective: $Z = 4.57$, $p < .01$; Verb: $Z = 2.99$, $p < .01$). Thus there is evidence that the scores reflect real differences attributed to the respondents' efforts.

An analysis of variance was performed on the data with the independent

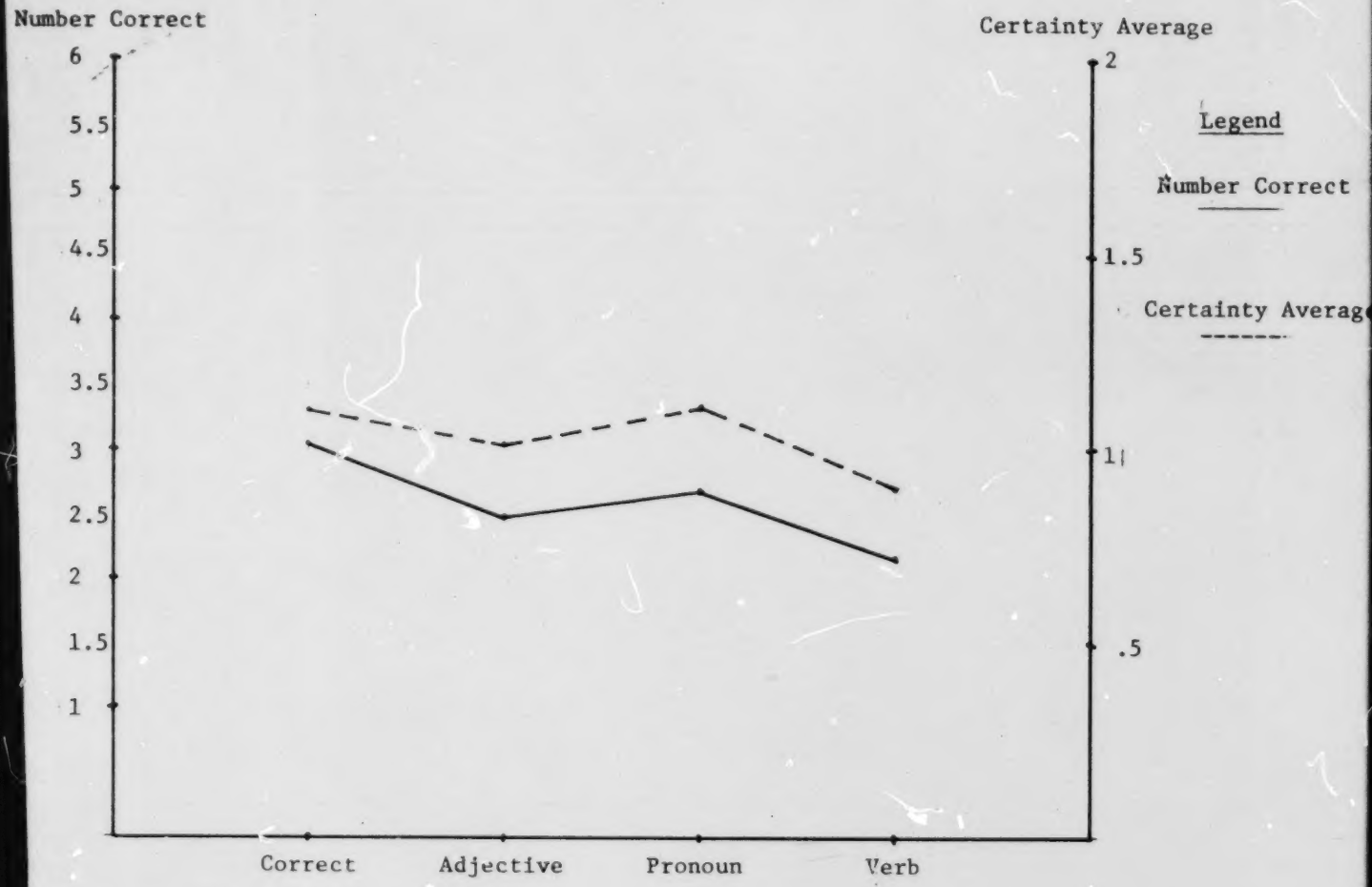

Figure 1

Means Scores for Number Correct out of 6 and Certainty out of 2

variables of school and grade and the repeated dependent measure for subjects on the four test scores.

The results showed that the main effects of school and grade were both significant, but must be interpreted by the interaction between school and grade ($F(2,141) = 12.34$, $p < .001$). A Newman-Keuls analysis of the interaction indicated that of the six school by grade groups, only one, that is grade 12, School 1, performed differently from the rest of the sample. Scores for this one class were significantly higher than those in the other groups, although the patterns of results were identical. Discussions with the teacher of the superior group revealed that this was, in fact, an 'enriched' class comprised of the best French students at this grade level. No such streaming existed in the other two schools.

The effect of the four categories was significant ($F(3,423) = 14.78$, $p < .001$), and a Newman-Keuls analysis identified the differences to be that the Correct category produced higher scores than did the Pronoun or Adjective ($p < .01$) while Verb questions were the most difficult ($p < .01$). Thus three difficulty levels were represented in the categories.

The mean values out of 2 for the certainty scores were as follows:

Correct	1.10
Pronoun	1.14
Adjective	1.02
Verb	0.95

These scores appear in the dotted line in Figure 1. These differences, according to the analysis of variance, were significant ($F(3,423) = 4.10$, $p < .01$). A Newman-Keuls analysis showed that the level of certainty with which the students responded was the same for three out of four conditions, Correct, Adjective and Pronoun, and lower only for the Verbs ($p < .01$). The students appeared to be sensitive to the fact that questions based on verb formations were most difficult for them and they responded to these items with the least certainty. They did not similarly differentiate their responses for the other three categories.

Correlations between the Number Correct and the Certainty scores for each of the categories revealed a strong relationship. The correlation coefficients were as follows:

Correct:	$r = 0.41$	($p < .001$)
Adjective:	$r = 0.53$	($p < .001$)
Pronoun:	$r = 0.43$	($p < .001$)
Verb:	$r = 0.48$	($p < .001$)

The correlations reflect the sensitivity of the subjects to the relative difficulty of the items. They indicate as well that responses were likely based on explicitly known information; the correctness of the responses

could be adequately self-assessed by subjects' reference to their own knowledge. Correct responses based on intuition would be associated with less certainty and a negative relationship would have been evident in the correlation.

Finally, the results obtained on the Aural Grammar Test were compared to the scores on the three I.E.A. achievement tests obtained for the same students and to the scores reflecting the four individual learner characteristics measured in the study. First, the multiple correlations comparing the Aural Grammar and I.E.A. scores are presented in Table 1. All correlations are significant ($p < .001$); thus, the Aural Grammar Test measures some common ability with the I.E.A. tests in terms of general competence and ability to discriminate among students according to proficiency.

Insert Table 1 about here

The individual learner characteristics tested in this study were related to the four achievement scores by multiple regression analyses in order to determine the extent to which each characteristic predicted success on each test. The results of the stepwise regression of the four learner charactertistics for the Aural Grammar Test are presented in Table 2. Since aptitude and strategy use are accounting for significant portions of the variance, these two factors were examined in greater detail.

Insert Table 2 about here

The aptitude measure, the short form of MLAT, consists of three subtests: Words in Sentences, Spelling, and Paired Associates. The relationship of each of these to the Aural Grammar Test is reported in Table 3.

Insert Table 3 about here

Although all three parts of the aptitude test correlate with achievement, only the Words in Sentences subtest significantly accounts for the variance in performance.

Words in Sentences assesses the learner's grammatical sensitivity, that is, his "ability to understand the function of words and phrases in sentences" (Carroll and Sapon, 1958). Its importance for predicting success

Table 1

Intercorrelations of Criterion Measures

	Reading	Listening	Writing	Aural Grammar
Reading	1.00			
Listening	.65***	1.00		
Writing	.72***	.69***	1.00	
Aural Grammar	.50***	.67***	.59***	1.00

***p < .001

Table 2

Stepwise Regression: Effects of four factors on achievement in the Aural Grammar Test

Step	R Square	R Square Change	Simple R	Beta	F
1. Aptitude	0.146	0.146	0.38**	0.41	25.49**
2. Strategies	0.194	0.048	0.18*	0.26	6.34*
3. Attitude	0.197	0.003	0.11	-0.07	0.44
4. Field independence	---	---	---	---	---

*p < .05

**p < .01

Table 3

Stepwise Regression: Effects of aptitude components on achievement in the Aural Grammar Test

Step	R Square	R Square Change	Simple R	Beta	F
1. Words in Sentences	0.125	0.125	0.35**	0.24	6.19*
2. Spelling	0.160	0.035	0.33**	0.20	5.06
3. Paired Associates	0.162	0.002	0.23**	0.05	0.25

*p < .05

**p < .01

on the Aural Grammar Test is consistent with this explanation. The Spelling section of the aptitude test, which, according to Carroll and Sapon, measures sound-symbol association ability, as well as the Paired Associates component, an assessment of rote memory ability, were less important for performance on the Aural Grammar Test This finding is likewise compatible with the interpretation of both these subtests and the intended ability measured by the Aural Grammar Test.

The combination of the strategies formal practising, functional practising, monitoring, and inferencing were also important for predicting success on the Aural Grammar Test. The results of the regression analysis examining these strategies separately are presented in Table 4. Three of these strategies are found to have significant predictive ability for the Aural Grammar Test, although in one case the relationship between the two is negative. Formal practice appears to be inversely related to achievement in the test; we interpret this finding, however, to mean that a ceiling effect prevents formal practice from facilitating performance past a certain amount of practising. Functional practice and monitoring provide important positive contributions to success on the Aural Grammar Test.

Insert Table 4 about here

The relationship between functional practice and achievement was obtained for all achievement measures examined in this study; the interesting finding is the relationship between monitoring and achievement in the Aural Grammar Test. Of all the achievement tests used, the relationship of monitoring to performance is highest for the Aural Grammar Test; monitoring accounts for only 2%-4% of the variance for the other three tests and never achieves statistical significance. This is interesting in that it confirms that the Aural Grammar Test is solved by means of the conscious attention to form implied by the definition of monitoring, and that language learners who engage in this strategy will, in fact, use it to best advantage when solving the problems in the Aural Grammar Test. This relationship between monitoring and achievement leads to speculations concerning the relative competence of individuals who may be considered 'over-users' and 'under-users' of the monitor (Krashen, 1977), and their ability to solve problems such as those presented in the Aural Grammar Test.

Discussion

The Aural Grammar Test which had been developed for a specific research purpose compares favourably with three of the I.E.A. measures of French as a

Table 4

Stepwise Regression: Effects of four learning strategies on achievement in the Aural Grammar Test

Step	R Square	R Square Change	Simple R	Beta	F
1. Functional practice	0.067	0.067	0.26**	0.47	16.50**
2. Formal practice	0.097	0.030	0.06	-0.34	8.37**
3. Monitoring	0.140	0.043	0.18*	0.21	5.02*
4. Inferencing	0.141	0.001	0.13	0.02	0.05

*p < .05

**p < .01

foreign language in the assessment of general French achievement, as indicated by their correlations. The specific skill measured by the Aural Grammar Test is, however, different from those involved in the I.E.A. tests, as shown by a different pattern of relevant learner characteristic predictors. The test measures the ability of second language learners to refer to specific rule information for the purpose of formally evaluating the language. The fact that learners can do this with different degrees of success for different parts of speech is of less interest than the relationship of such a specific ability to other language competencies, as measured by the I.E.A. tests, and to specific individual learner characteristics, as indicated by the regression analysis with the four learner characteristics.

In addition to providing an assessment of students' general competence in French as a second language, the Aural Grammar Test offered specific information about the degree of difficulty students experienced with certain grammatical items, all of which they had been formally taught. It would be interesting to compare these findings to equivalent data obtained from other sources. Possible comparison groups would be adults learning French under similar circumstances, students learning French in other settings, such as immersion, learners acquiring the language in natural settings, or French-speaking children learning their own native language. The results would indicate whether these findings reflect an order of mastery specific to the age level of the student or the learning setting in which the language was acquired or a general order of acquisition constrained by the difficulty of the items.

The Aural Grammar Test has proven to be an appropriate instrument for an investigation of the relationship between Explicit and Implicit Linguistic Knowledge and language output. The role of monitoring in the solution for these problems indicates some of the conditions under which Explicit Linguistic Knowledge is required. It is interesting to note that while Krashen describes monitoring as a means of improving one's own performance this task required monitoring the speech of another person, and the strategy was still successful.

A study is presently being conducted by the authors to further explore these issues regarding the use of Implicit and Explicit Knowledge in the Aural Grammar Test. For this purpose, the experiment consists of six conditions which combine two parameters - response time and requirement for explicit detail. Responses are required at three different levels of detail and under two time conditions, spontaneous and delayed. It is hypothesized that greater response time and greater requirement for detail will increase the use of Explicit Linguistic Knowledge and will, therefore, bias the student towards monitoring. The intention is to determine the boundary conditions under which monitoring may occur and the extent to which it is possible to use Explicit rule information while processing aural language.

The Aural Grammar Test, or a modification of it, could also provide

a format for research in other languages. Thus, for example, the Bilingual Syntax Measure, which has been extensively used in investigations on morpheme acquisition by students of English as a second language (Burt, Dulay & Hernandez-Chavez, 1975) could be complemented by an aural grammar test which would examine the learner's ability to identify errors in the same areas. A comparison of the results may or may not lead to the same order of morpheme acquisition and provide information about the relation of receptive and productive competence of the learner.

Further development and refinement of the instrument is required to increase its flexibility and appropriateness for various situations and questions. An oral production version, for example, may be an interesting extension which provides important information about the relative processes involved in receptive and productive language. The results from this first application of the test are promising indications of the potential usefulness of this paradigm.

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APPENDIX

AURAL GRAMMAR TEST

INSTRUCTIONS

You are going to hear some sentences in French and will have to decide if each sentence is correct or if it contains an error. Each sentence will be read twice, and no sentence will contain more than one error. The error will be one of three types. First, it could be an adjective error, that is, the adjective has been placed in the wrong position. In this case, circle the letter "A" for adjective on your answer sheet. Second, the error could be that a pronoun, such as "le", "la", or "les", and so on, was placed in the wrong position. For these errors you would circle "P" for pronoun. The third error could be a mistake in forming the verb. These will be marked as "V" for verb on your answer sheet. Finally, if a sentence has no errors, you would circle "C" for correct.

Once you have selected your answer, you are to indicate how certain you are that it is the right one. If you are sure about your answer, circle "S" for sure. If you have some doubt, or are not quite certain, circle "U" for unsure. If you are guessing or have only a vague idea about the answer, circle "G" for guessing.

Let us do a practice example. Listen to the first sentence and mark your answer beside number 1 on your answer sheet.

"Il ne prend pas sa nouvelle voiture, mais laisse
la au garage".

ALLOW DELAY

The error is that the pronoun "la" is in the wrong place. Therefore, you should have circled P for Pronoun on your answer sheet, as well as one of the choices indicating your certainty.

You will now hear the rest of the sentences.

AURAL GRAMMAR TEST

SENTENCES - INCORRECT

Practice example 1. Il ne prend pas sa nouvelle voiture, mais laisse la au garage.

P. 2. Ton papa lui a demandé une pomme verte et il a mangé la.

A. 3. Je t'ai vu avec ton ami François qui a un brun chien.

A. 4. Elle le met dans son grand noir sac avant de prendre l'autobus.

P. 5. Vous donnez les à André pour manger près de la maison.

C. 6. Les enfants les regardent par la fenêtre après le déjeuner.

V. 7. J'ai acheté les bottes que vous m'as montrées dans le magasin.

V. 8. Nous nous amusons avec nos amis qui ont venus hier.

C. 9. C'est Jacques qui a vu cette annonce dans le journal hier soir.

C. 10. Hier quelqu'un nous a raconté l'histoire du petit Indien.

P. 11. Il a écrit une longue lettre mais il n'a pas l' envoyée.

V. 12. Pendant la récréation les amis nous avons chanté une chanson de Noël.

C. 13. Ils les ont enlevés puis ils les ont mis à côté de la porte.

P. 14. Alain lance son ballon à Henri mais il n'attrape le pas.

C. 15. Maintenant, je leur montre des images qui sont dans le grand livre bleu.

P. 16. Michel a perdu les dollars que son père a donnés à lui.

A. 17. La bouteille de rouge vin que je t'ai donnée hier vient de France.

V. 18. Le grand méchant loup a mange la petite poule blanche de mon frère.

A. 19. La maman de mon ami m'a donné son beau rouge manteau.

A. 20. Le professeur gentil leur demande de finir la dictée.

P. 21 Elle leur a lu les histoires du prince mais ils n'aiment les pas.

C. 22. Ce détail que je n'ai pas remarqué est très important.

V. 23. Elle a arrêtée chez le dentiste après la dernière classe.

V. 24. Nous avons acheté une grosse citrouille que nous a mangée.

A. 25. Ce matin ils se sont levés d'heure bonne pour étudier.

AURAL GRAMMAR TEST

SENTENCES - CORRECT

1. Il ne prend pas sa nouvelle voiture, mais la laisse au garage.
2. Ton papa lui a demandé une pomme verte et il l'a mangée.
3. Je t'ai vu avec ton ami François qui a un chien brun.
4. Elle le met dans son grand sac noir avant de prendre l'autobus.
5. Vous les donnez à André pour manger près de la maison.
6. Les enfants les regardent par la fenêtre après le déjeuner.
7. J'ai acheté les bottes que vous m'avez montrées dans le magasin.
8. Nous nous amusons avec nos amis qui sont venus hier.
9. C'est Jacques qui a vu cette annonce dans le journal hier soir.
10. Hier quelqu'un nous a raconté l'histoire du petit Indien.
11. Il a écrit une longue lettre mais il ne l'a pas envoyée.
12. Pendant la récréation les amis nous ont chanté une chanson de Noël.
13. Ils les ont enlevés puis ils les ont mis à côté de la porte.
14. Alain lance son ballon à Henri mais il ne l'attrape pas.
15. Maintenant, je leur montre des images qui sont dans le grand livre bleu.
16. Michel a perdu les dollars que son père lui a donnés.
17. La bouteille de vin rouge que je t'ai donnée hier vient de France.
18. Le grand méchant loup a mangé la petite poule blanche de mon frère.
19. La maman de mon ami m'a donné son beau manteau rouge.
20. Le gentil professeur leur demande de finir la dictée.
21. Elle leur a lu les histoires du prince mais ils ne les aiment pas.
22. Ce détail que je n'ai pas remarqué est très important.
23. Elle s'est arrêtée chez le dentiste après la dernière classe.
24. Nous avons acheté une grosse citrouille que nous avons mangée.
25. Ce matin ils se sont levés de bonne heure pour étudier.